DOCUMENT RESUME

ED 241 443 SO 015 499

TITLE	Elementary Social Studies Curriculum Guide. Grade 2. Neighborhoods.
INSTITUTION	Saginaw Public Schools, Mich.
PUB DATE	83
NOTE	112p.; For related documents, see ED 240 048 and SO 015 498-503.
AVAILABLE FROM	School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 ($4.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Classroom Environment; Community Characteristics; *Course Content; Curriculum Development; Curriculum Guides; Decision Making; Economics Education; Educational Environment; Family Problems; Grade 2; Group Dynamics; Learning Activities; *Neighborhoods; Primary Education; Sequential Approach; Skill Development; Social Environment; Social History; *Socialization; Social Problems; *Social Studies; Units of Study
IDENTIFIERS	Rule Learning

ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a second-grade course on neighborhoods. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of the elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for primary grade social studies, a statement of scope for grade 2, and a list of the 8 units, strands, and goals for grade 2. The titles of the units described are Me, Home, and School; Decision Making; Classroom and School Rules and Their Enforcement; People and Places, Past and Present; Places That Surround Me; Money, Goods and Services; Belonging to a Group; and Family, School, and Community Problems. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. For each unit, a brief introduction is followed by charts which list a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

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Elementary Social Studies Curriculum Guide

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Grade 2

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Neighborhoods

SO 015 499

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

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GRADE 2. NEIGHBORHOODS

TABLE OF CONTENTS

Overview of the Program	Page
Introduction	1
Statement of Philosophy for Social Studies Education	2
Scope and Sequence of Program, Grades 1 - 6	3
Goals and Objectives for Grades 1 - 3	4
Scope Statement for Grade 2	9
Unit Titles, Strands and Goals for Grade 2	10

Teaching Suggestions

Unit	I.	ME, HOME AND SCHOOL	11
Unit	II.	DECISION MAKING	31
Unit	III.	CLASSROOM AND SCHOOL RULES AND THEIR ENFORCEMENT.	51
Unit	IV.	PEOPLE AND PLACES, PAST AND PRESENT	62
Unit	V.	PLACES THAT SURROUND ME	71
Unit	VI.	MONEY, GOODS AND SERVICES	78
Unit	VII.	BELONGING TO A GROUP	87
Unit	VIII.	FAMILY, SCHOOL AND COMMUNITY PROBLEMS	104

INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES K-3

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.

   a. Show concern for the well-being and dignity of others.
   b. List the mental and physical characteristics we should be aware of in others.

2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

   a. Identify activities of personal value.
   b. Show respect for self and one's own heritage and background.
   c. Identify personal behavior and learning that contribute to feelings of self-worth.
   d. Differentiate between right/wrong, true/untrue, and fair/unfair.

3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

   a. Give examples of things which people value.
   b. Identify people worthy of emulation and the reasons for doing so.
   c. Identify ways of avoiding behaviors which alienate others.
   d. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
   e. Interacts with others of varying backgrounds.
   f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.

   a. Accept the rights and responsibilities of classroom citizenship.
   b. Participate in the making of rules for classroom and school.
   c. Respect the right of all to present different points of view in the classroom.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

   a. Identify responsibilities people have to their communities.
   b. Exhibit characteristics of a good leader and citizen.
   c. Participate in the making of rules for the classroom.
   d. Identifies inequities and/or injustices in classroom or peer-group activities.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some of the rights and liberties guaranteed in the United States Constitution.
   b. Understand situations in which rights have been denied individuals within the classroom.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated rules and actual practices in family, school and peer-group activities.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes of rules in the classroom and games.
   b. Understand how rules are made.
   c. Understand how rules can be changed.

3. Understand persistent global issues.

   a. Identify environmental and ecological problems within the community.
   b. Identify some persistent social problems within the community.
   c. Identify local natural resources used to meet needs and developing problems of the community.
   d. Identify community problems related to energy needs.
   e. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs and value systems.

   a. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
   b. Understand that customs and habits differ from one group to another.
   c. Understand that despite cultural differences, people everywhere have similar basic motivations and desires.
   d. Understand that within a community, there may exist one or several cultural groups.

e. Understand that within a community there are different ethnic, racial, and religious groups.
f. Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know some basic historical facts related to the development of the United States.
b. Understand terms such as town, city, urban, rural, suburban.
c. Understand the impact of technology on family life and the community.
d. Identify traditional and non-traditional female and male roles.
e. Understand that not all families are alike in structure.
f. Identify occupations, careers, community helpers.
g. Give examples of change in communities.

6. Understand economics and economic systems.

a. Understand factors that influence economic behavior.
b. Identify monetary units (coins, dollars).
c. Identify similarities and differences in how children obtain and use money.
d. Identify factors to consider when making purchases.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

   a. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
   b. Understand the influence of the natural environment on human beings.
   c. Understand how societal actions and decisions affect the natural environment.
   d. Understand that a natural environment can serve varied needs.
   e. Recognize the potential of various societies to use and abuse the natural environment.
   f. Locate important natural features and resources within the community.

9. Know the main structure and functions of government.

   a. Know various reasons for school rules and how they are made.
   b. Identify similarities and differences between decision-making in the home and school.
   c. Understand that parents, teachers and principals are responsible for enforcing rules.

10. Understand the organization of human societies.

   a. Compare customs and habits of different groups.
   b. Understand the relationships among groups and individuals.
   c. Understand ways groups are interdependent, cooperate and compete.
   d. Understand types of conflicts between groups and ways conflicts are resolved.
   e. Understand how and why groups differ.

11. Understand the relationships between individuals and groups.

   a. Identify the variety of roles one can have within a group.
   b. Understand that the role within a group may be assigned or achieved.
   c. Understand reasons why there are different roles within groups.
   d. Understand the possible advantages and disadvantages of belonging to a variety of groups.
   e. Understand the decision-making processes used by groups.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

   a. Use a variety of senses to obtain information.
   b. Understand that perceptions of the same object or event may differ from person to person.
   c. Choose appropriate sources for information desired.

d. Obtain information from a variety of appropriate sources.
e. Translate information from one form to another.
f. Draw conclusions.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

a. Presents own ideas.
b. Listen and respond appropriately.
c. Solicit clarification from others when needed.
d. Encourage others to express themselves.
e. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

3. Make decisions.

a. Recognize the occasion of need for decisions.
b. Analyze the problems.
c. Identify alternative courses of action.
d. Identify related values and goals.
e. Make a choice of alternative course of action or some trade-off among them.
f. Develop strategies to carry out the approach.
g. Apply the approach in making a decision or solving a problem.
h. Reevaluate and reformulate the process if goals are not met or new information is introduced.

SCOPE STATEMENT

GRADE 2 - NEIGHBORHOODS

Interdependence of people and groups continues as a focus as the content expands from the family, school, and neighborhood to the larger community. A study of life in the neighborhood is introduced through the people who provide the following for the student: protection (fire, police), health (doctor, nurse), getting food (supermarket personnel, sources of food products), communication (postmen and postal system, telephone personnel and system), transportation (bus, cars, and service station), service industries (laundry, shoe repair, or others). In connection with the study of the neighborhood, children will begin a development of geographic concepts such as size, shape, directions, physical features, and simple pictorial symbols to aid in beginning map and globe skills. Human relations skills continue to be emphasized. Cultural similarities and differences within the class and school and community are considered.

Grade 2. Neighborhoods

UNIT TITLES, STRANDS AND GOALS

Unit I. ME, HOME AND SCHOOL
(Attitude goals 1, 2, 3, 4 and 5.)

Unit II. DECISION MAKING
(Skills goals 1, 2 and 3.)

Unit III. CLASSROOM AND SCHOOL RULES AND THEIR ENFORCEMENT
(Citizenship, Law and Government
Knowledge goals 1, 2 and 9.)

Unit IV. PEOPLE AND PLACES, PAST AND PRESENT
(History
Knowledge goal 5.)

Unit V. PLACES THAT SURROUND ME
(Geography
Knowledge goal 8.)

Unit VI. MONEY, GOODS AND SERVICES
(Economics and Consumer Education
Knowledge goals 6 and 7.

Unit VII. BELONGING TO A GROUP
(Sociology and Anthropology
Knowledge goals 4, 10 and 11.)

Unit VIII. FAMILY, SCHOOL AND COMMUNITY PROBLEMS
(Global Issues
Knowledge goal 3.)

Unit I

ME, HOME AND SCHOOL

In this unit the student will develop a positive self-concept and respect for his and others' ethnic backgrounds. The student will learn the principles and values of a democracy by participation in society and government as an individual and as a member of a group.

Attitude goals 1, 2, 3, 4 and 5

Nine Weeks
One-half hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 2 R

GOAL 1.: Develop awareness and concern for the rights and well-being others.

OBJECTIVE a.: Show concern for the well-being and dignity of others.

Example: Speak and listen to others; treat differences with respect.

LEARNING ACTIVITY(IES):

1. Write a letter of sympathy to a student whose pet is lost.
2. Plan a five-minute skit for a group to present in the home of a senior citizen or a shut-in.
3. Present a party with games that can be enjoyed by the peer who is in a wheel chair or on crutches.

RESOURCES:

1. REMC-9 #274724 MP Free To Be You and Me.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 R

GOAL 1. : Develop awareness and concern for the rights and well-being others.

OBJECTIVE b. : List the mental and physical characteristics we should be aware of in others.

Example: Discuss how we are different and alike.

LEARNING ACTIVITY(IES):

1. Teachers should describe the physical and mental characteristics of a student in the class.

   Allow students to guess the student being described.

RESOURCES:

1. REMC-9 #272042 KT Alike and Different.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 R

GOAL 2. : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a. : Identify activities of personal value.

Example: The most important thing I did last summer.

LEARNING ACTIVITY(IES):

1. Each student brings to class something in which he/she is especially interested.

RESOURCES:

Personal Hobbies
Am I Dependable? 270141 MP C. I

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE b.: Show respect for self and one's own heritage and background.

Example: Self pride, value of own race, religion, and cultural group.

LEARNING ACTIVITY(IES):

1. Draw or tell what each likes about himself.
2. Interview parents to learn how they have worked to make your home, your school, your church and your neighborhood a good place to live. Give an oral report or pantomime of your findings.

RESOURCES:

1. RMC-9 #271385 SF Myself and Me-Who Do I Like to be With?

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE c.: Identify personal behavior and learning that contribute to feelings of self-worth.

Example: Finishing work, doing classroom jobs, doing your best, thinking of others.

LEARNING ACTIVITY(IES):

1. Arrange for each student to be VIP for a day. Under each child's name and/or photo list the child's unique skills, values and helpful personality traits.

2. After demonstrating or explaining the concept of "mobile" have students draw or cut out from magazines or newspapers items which are important to them.

   Hang all items from coat hangers with yarn. Vary the length of the yarn to achieve balance.

   Have students explain why they selected items.

   Hang mobiles in room.

RESOURCES:

1. REMC-9 #274604 MP Beginning Responsibilities-I Can Do It.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d.: Differentiate between right/wrong, true/untrue, and fair/unfair.

LEARNING ACTIVITY(IES):

1. With students, discuss the difference between a "rule" and a "law".

   (A law is officially enacted by a governing body.)

2. Have students list, as a class, rules of the school and/or classroom. Discuss whether rules are "fair" or "unfair." Why?

   List responses on a chart, chalkboard or chart paper.

RESOURCES:

1. REMC-9 #122730 MP Let's Play Fair.
2. REMC-9 #270334 MP Let's Share With Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 1

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE a. : Give examples of things which people value.

Example: Lists of things for which they would invest time or money.

LEARNING ACTIVITY(IES):

1. Introduce this activity by telling the following story: "There is a new island that is very beautiful. The families living in (your city) have been chosen to move there. Each family will have a small house, but nothing else."

   Every person can bring only FIVE things with them. For example: "You might choose a pair of rubber boots, television set, a saw for cutting fire wood, and so on."

   The students may work alone or in groups, but each student should have a list of FIVE things that he or she would bring to the island.

   Questions for discussion after the "creative thinking" time:

   1. What five things would you bring? (Brainstorm, using the chalkboard to make a list of the various selections.)
   2. If we say that these objects we've listed and talked about are of VALUE to you, what does the word VALUE mean?
   3. What do you think your mother, father, brother, or sister might bring along on this trip to a new home?
   4. Would someone else's list be different from yours? Why do you think so?
   5. What can we say about the word VALUES?

RESOURCES:

1. HAPPY BIRTHDAY TO U.S., By Murray and Roberta Suid, Addison Wesley Publishing Company.
2. REMC-9 #232580 SF What Can Money Do?

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 2. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE b. : Identify people worthy of emulation and the reasons for doing so.

Example: A teacher, a minister, a president, a family member, a neighbor or a doctor.

LEARNING ACTIVITY(IES):

1. Display four or five pictures of notable people on a bulletin board.

   In an envelope which may be displayed on the same bulletin board, place the names of each individual on three by five cards.

   In another envelope, which will also be displayed on the bulletin board, there will be additional three by five cards which will describe the individuals.

   Allow the students to match names and descriptions with the pictures.

2. Class discussion:

   a. Who were these notable persons? Why were they famous?
   b. If you could be someone else, who would you wish to be? Why?
   c. What do you like best about your good friends?
   d. Could we list some other persons whom we admire from books, sports, entertainment, the neighborhood, and/or television? Why do we admire them?

RESOURCES:

1. REMC-9 #162262 SF People We Know.
2. REMC-9 #270209 MP Abraham Lincoln.
3. REMC-9 #270140 MP George Washington.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 3.: Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c.: Identify ways of avoiding behaviors which alienate others.
Example: Treat others as you would like to be treated.

LEARNING ACTIVITY(IES):

1. Tell or show a picture of things that make people happy and things that make them sad.

   Discuss ways to remove the things from the sad side.

RESOURCES:
1. REMC-9 #023254 SF Billy the Bully.
2. REMC-9 #274378 MP Anger.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 3.: Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d.: Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.

Example: Their care of children, their desire to work and play, and their protection of their families.

LEARNING ACTIVITY(IES):

1. Make a chart to show likenesses among 3 family groups.

	Food	Shelter	Children	Work	Protection
Indians					
Mexicans					
Own Family					

2. Plan a walking tour in the immediate school community. Arrange with parents to visit two or three of the student homes during the walking tour.

3. Draw or bring pictures of a favorite meal. Discuss favorite foods of self and of others. Compare nutritional values.

RESOURCES:

1. REMC-9 #274048 MP Parents-Who Needs Them?

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e. : Interacts with others of varying backgrounds.

Example: Talks with a leader from the Black, Spanish, and White cultures.

LEARNING ACTIVITY(IES):

1. Show a film of a famous leader of another culture. Draw a picture or write a story about this person.
2. Invite people of varying backgrounds to visit your classroom. Share a snack period with them. Ask them to tell you about the school they attended when your age.

RESOURCES:

1. REMC-9 #274079 MP Boyhood of George Washington Carver.
2. REMC-9 #061470 MP Felipa-North of the Border.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE f. : Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic background.

Example: Share in the foods and music of the Black, Spanish, and White cultures in Saginaw.

LEARNING ACTIVITY(IES):

1. Prepare a "mini" ethnic festival with foods, clothing, decorations, artifacts, informative displays, and activities which are representative of the cultural backgrounds of students in the class.

RESOURCES:

1. REMC-9 #270207 MP Holidays Your Neighbors Celebrate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a. : Accept the rights and responsibilities of classroom citizenship.

Example: Accept the rules of the classroom and school.

LEARNING ACTIVITY(IES):

1. Have the students discuss the sharing of a desired resource, such as drinking water, by asking two questions: "Let's pretend we are all thirsty for a drink of water, how shall we decide who may drink first, second, third, and so on until we have all had a drink?"

   "We want to be as fair as we can be, so who chooses who may drink first?"

   Have the students discuss the problem until a plan acceptable to the pupils and the teacher is made.

   Try the plan and have the students discuss how they felt about the way it worked.

   Once the students understand concepts of fairness, rights, and responsibilities in terms of everyday living, the teacher can use that foundation to teach the students acceptable procedures in a variety of settings, and circumstances that involve sharing, rights, responsibilities and ownership.

   Have the students discuss how they feel after each successful sharing activity. Tell the students how positive you feel about them and their behavior.

   The attention and reward given the desired behavior by the teacher and the students should result in a more positive student attitude toward rights and responsibilities.

RESOURCES:

1. REMC-9 #273622 MP Rules, Laws and You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b.: Participate in the making of rules for classroom and school.

Example: Encourage all students to express points of view; discourage behaviors that would interfere with same.

LEARNING ACTIVITY(IES):

1. Present several different kinds of fruit to the class. Ask the students to raise their hands if they like each kind of fruit as you point to it and call it by name. Next have students name their favorite fruit. Then lead a discussion on preferences to develop the concept that it is good that we have different preferences so that we don't all want the same things.

2. After several exposures to this activity using vegetables and desserts to disclose differences in preference that are good, a bridge of understanding can be built to accept the right of some one to present a different point of view.

RESOURCES:

1. REMC-9 #275172 MP Learn from Criticism Game.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c. : Respect the right of all to present different points of view in the classroom.

Example: Decide on classroom rules for behaviors that are good for everyone.

LEARNING ACTIVITY(IES):

1. Invite the parents to your room to see a new art project, a panorama or a play. Prior to the day of the visit make rules for hosts/hostesses and moving about room. Use a democratic process for arriving at the rules which will be used throughout the time of the parents' visit.

RESOURCES:

1. REMC-9 #273622 MP Rules, Laws and You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Identify responsibilities people have to their communities.

Example: Neighborhood roles.

LEARNING ACTIVITY(IES):

1. Ask group to suggest ways to help an aged person or younger child in the neighborhood.
2. Plan "clean-up" "pick-up" campaigns in which the children can take active parts.
3. Spear-head a drive for flower beds.

RESOURCES:

1. REMC-9 #270338 MP Our Land Needs Your Help.
2. REMC-9 #271671 SP You and Recycling-Trash Treasure Hunt.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 R

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE h : Exhibit characteristics of a good leader and citizen.

Example: Leaders think of others, can make decisions, respect opinions of others, get things done.

LEARNING ACTIVITY(IES):

1. Invite a leader from the community to come to your classroom to discuss qualifications and responsibilities of a leader in his/her position.

2. Hold an "Honors Assembly" in your room. Have the students work in pairs to prepare and report characteristics of good leadership/citizenship noted in their partners.

RESOURCES:

1. REMC-9 #072120 SF Getting Along in School-Working with Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c. Participate in the making of rules for the classroom.

Example: Make some classroom rules that can be added to the current set of rules.

LEARNING ACTIVITY(IES):

1. Most of our classroom rules are for use during hours of direct teaching. Try writing a specific rule for use during committee work or art activities. Under what conditions can students converse? Move about room?

   Involve students in formulating the rule. Encourage discussion of the proposal. Vote.

RESOURCES:

1. REMC-9 #273622 MP Rules, Laws and You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 2 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : Identifies inequities and/or injustices in classroom or peer-group activities.

Example: Watch for a classroom rule, field trip or party that is not "fair" to one or more students.

LEARNING ACTIVITY(IES):

1. Present an individually prepared case study illustrating inconsiderate, inequitable behavior by children of same ages as students, e.g., taking turns, waiting in line in cafeteria, rudeness, cruel remarks, vandalism.

2. Design a survey form with the class for recording observed negative behavior by school children during a game.

3. Following reports of observations, have students discuss their ideas of why the negative behavior occurs and how to improve student behavior. Prepare a school bulletin board featuring the positive suggestions.

RESOURCES:

1. Our Society, filmstrips and cassettes from Westinghouse Learning Corp. (S,T)
2. Ideas About Choosing, by John Maher and Stowell Symmes, book from Franklin Watts, Inc. (S)
3. Elementary Economist, periodical from National Center of Economic Education for Children (T)
4. Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit II

DECISION MAKING

In this unit the student will learn to gather, analyze, synthesize and present information in a problem solving process. Then he will make a feasible decision and develop a plan of action to be carried out. After carrying out the proposed plan he will reexamine and reevaluate his plan.

Skills goals 1, 2 and 3

Two Weeks
One-half hour daily

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE a. : Use a variety of senses to obtain information.

Example: Use eyes and ears to tally events, touch to qualify data, nose to locate invisible phenomena.

LEARNING ACTIVITY(IES):

1. Have students bring a cardboard box to class. Look for pictures that tell about items they like to:

touch
smell
taste
see
hear

Organize the sides and the top of the box into categories. Paste pictures that tell about one of the senses in each part of the box. Trade boxes when finished to learn about the likes and interests of other students.

2. Bring an object (or objects) to class. Ask students to utilize all their senses to obtain information about the object. Work in groups.

Develop a chart of the information gathered.

RESOURCES:

1. REMC-9 #272973 SF Taste and Smell.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE b. : Understand that perceptions of the same object or event may differ from person to person.
Example: People have likes and dislikes of events, styles and tastes.

LEARNING ACTIVITY(IES):

1. Invent a "usual" situation that is just a wee bit different. Have an adult that usually comes into the classroom come in wearing outlandish clothes or acting peculiar. This event should be arranged during the children's work times.

   After the adult leaves, bring the children together to discuss what they observed or heard. List observations on chart paper or the chalkboard. Point out the differences observed within the class. Speculate as to why some things were remembered and others were not.

RESOURCES:

1. REMC-9 #270655 MP But Names Will Never Hurt.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE c. : **Choose appropriate sources for information desired.**
Example: Dictionaries for correct spelling; atlas for maps; encyclopedia for reports; table of contents and glossaries for page numbers.

LEARNING ACTIVITY(IES):

1. Have a collection of different types of books in the classroom. Discuss the kinds of information found in each book.

2. Encourage children to use at least one source during individual or small group report to class. Confirm/validate information presented.

RESOURCES:

1. Encyclopedias
2. Dictionaries
3. Atlases
4. REMC-9 #211846 FS Using What You Know (dictionaries).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE d. : Obtain information from a variety of appropriate sources.

Example: Libraries, atlases, encyclopedias, dictionaries, maps, glossaries and table of contents.

LEARNING ACTIVITY(IES):

1. Read a story or an article to the children concerning a topic that interests them. Make sure there is factual information in the selection.

   Discuss the facts they heard. List them on the chalkboard. Then have the children write, in their own way, something about the topic by using the facts listed on the board.

   Ask the children to select a resource material that would give additional information about the above.

RESOURCES:

1. Non-fiction books
2. Encyclopedias

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE e. : Translate information from one form to another.

Example: Make a map or graph of classroom, school and neighborhood.

LEARNING ACTIVITY(IES):

1. Have the children interview parents about the state (states) in which they grew up.

   Compile the information from all children in the class. Organize the information into a table/graph.

   Place dots on an outline map of the United States to show same information in another form.

2. Assign each students the task of:

   Developing a question (How many pets do you have? What is your favorite subject?)
   Interviewing other students
   Recording data
   Organizing data in a graph

3. Make a map with symbols on it and translate symbols to make a key for it.
   See Communities and Social Needs, 2, Laidlaw (1968, pg. 79)

RESOURCES:

1. REMC-9 #122628 MP Let's Make A Map.
2. REMC-9 #270430 MP Maps of Our School.
3. REMC-9 #131440 FS Maps-Symbols and Terms.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 1. ; Gather, analyze, synthesize, and present information.

OBJECTIVE f. ; Draw conclusions.

Example: Tell the main idea about a story.

LEARNING ACTIVITY(IES):

1. Read a short story aloud to the children. Ask them to give the main idea of the story.

2. Keep a record of the total number of cartons of white milk ordered each day for one week. Do the same for chocolate milk. Make a statement about the milk preferences for the week. Talk about making a 'conclusion.'

RESOURCES:

1. Posters
2. Magazine pictures

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, IS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a. ; Presents own ideas.

LEARNING ACTIVITY(IES):

1. Refer to Holt Reading Series, Level 9, People Need People, Read and discuss the story. "No Swimming," pages 104-111. Involve the local newspaper in the pollution problem, as presented by the children.

2. Show films on water pollution. Encourage all students to give their ideas about what can be done to clean up the Saginaw River.

RESOURCES:

1. People Need People- Holt Reading Series, pages 104-111.
2. REMC-9 #270390 MP Water Pollution-A First Film.
3. REMC-9 #274413 MP How About It?

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b.: Listen and respond appropriately.

Example: Listen to a presentation on a social problem and respond to the issues.

LEARNING ACTIVITY(IES):

1. Invite the school liaison officer in to discuss or show a firm on the taking of unknown substances.

2. Invite the school nurse in to discuss proper health care for the prevention of head and body lice, scabies and other health problems.

   Refer to: Human Ecology, a Comprehensive Health Curriculum, by Saginaw Schools (1975-1976)
   By Jo Pelkki and Joel Tanner. (pp. 74-76)
   Second grade section.

RESOURCES:

1. Belt Man Kit, AAA Insurance.
2. REMC-9 #274495 MP Community Keeps Healthy, Rev.
3. REMC-9 #275677 MP Day With Bill Cosby.
4. REMC-9 #043959 SF Drugs-Friend or Foe.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c. : Solicit clarification from others when needed.

Example: Ask presenter to tell what he means by city, family, village, neighborhood.

LEARNING ACTIVITY(IES):

1. Have students to discuss selected terms, i.e., family, neighborhood, group, village, town, city, etc.

   Elicit at least five responses from different students. Write responses on board. Then, agree, as a class, on one definition. Do this for each term.

   Have students draw pictures illustrating each term. Have them write the definition under the picture.

   Initiate or add to a social studies vocabulary dictionary.

RESOURCES:

1. REMC-9 #275118 MP Community-People Share A Place.
2. REMC-9 #03680 FS Community Life.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : Encourage others to express themselves.

Example: Express feelings verbally.

LEARNING ACTIVITY(IES):

1. Have students discuss the feelings associated with discrimination. Dramatize situations which show different feelings.

2. Role play someone cutting into the lunchroom line. Describe the feelings of the one whose place was taken. Describe the feelings of the one left at the end of the line. Role play optional solutions to the problem.

RESOURCES:

1. REMC-9 #270863 KT Most Important Person.
2. REMC-9 #0270861 KT Most Important Person-Getting Along With Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e. : Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

Example: Listen to others' opinions, beliefs and ideas.

LEARNING ACTIVITY(IES):

1. Have two students role play a situation which calls for an argument to ensue. For example, one student bumps another. Structure the situation so that the class thinks it to be a real conflict.

   After a short period of time, stop the argument. Discuss the following:

   (1) What caused the argument?
   (2) What happened as a result of the argument?
   (3) What might have happened if the argument had not been interrupted?
   (4) Did you take sides in the argument?
   (5) If yes, why? Whose side? If no, why not?

RESOURCES:

1. REMC-9 #072120 SP Getting Along In School-Working With Others.
2. REMC-9 #274595 MP I'm Mad At You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 3. : Make decisions.

OBJECTIVE a. : Recognize the occasion of need for decisions.

Example: A problem must be solved.

LEARNING ACTIVITY(IES):

1. Identify and solve a problem in a school setting.

RESOURCES:

1. REMC-9 #086006 MP How To Solve A Problem.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 3. : Make decisions.

OBJECTIVE b. : Analyze the problems.

Example: Discuss the facts.

LEARNING ACTIVITY(IES):

1. Discuss the facts of a problem in a school setting.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 I

GOAL 3.: Make decisions.

OBJECTIVE c.: Identify alternative courses of action.

Example: Discuss pros and cons.

LEARNING ACTIVITY(IES):

1. Discuss the pros and cons of a problem in a school setting.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 3. : Make decisions.

OBJECTIVE d. : Identify related values and goals.

Example: Class values a field trip-goal is money for bus and admission.

LEARNING ACTIVITY(IES):

1. Have class discussion about optional field trips. List choices and reasons for each vote. Investigate costs. Set fund raising goals (amount and time line).

2. Encourage individual students to list what they value most in school. Help them set daily and weekly goals for maintaining those values.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 3. : **Make decisions.**

OBJECTIVE e. : **Make a choice of alternative course of action or some trade-off among them.**

Example: Make several solutions; choose one.

LEARNING ACTIVITY(IES):

1. Make a list of possible solutions to a problem. Discuss what might be traded off for something else.

2. Give the children a list of the following and let them number 1 to 5 in order of importance what a neighborhood should have.

Play area	Clean water
Place for trash	Electricity
A garden	Roads
Side walk	

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 3.: Make decisions.

OBJECTIVE f.: Develop strategies to carry out the approach.

Example: Develop plan of action for a project.

LEARNING ACTIVITY(IES):

1. Identify a problem in the neighborhood, such as, vacant houses. Have a class discussion to determine ways to solve this problem.

2. Invite a fireman in. Discuss things that can be done in case of a fire. Then have students make a plan of action to take at home in case of a fire.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 3. : **Make decisions.**

OBJECTIVE g. : **Apply the approach in making a decision or solving a problem.**

Example: Carry out a plan of action.

LEARNING ACTIVITY(IES):

1. Identify a problem in the community, such as, vacant houses. Let the class suggest ways to eliminate them. (They could call City Hall to take steps to either tear down the buildings or remodel them to make them usable.)

2. Discuss and list the ways of carrying out a plan of action in case of a fire at their home. Hold a family fire drill. Report the results.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 2 R

GOAL 3. : **Make decisions.**

OBJECTIVE b. : **Reevaluate and reformulate the process if goals are not met or new information is introduced.**

Example: Make systematic review of plan of action.

LEARNING ACTIVITY(IES):

1. Identify a problem in the neighborhood, such as, vacant houses. After the class has suggested ways to eliminate them, take the class on a walking tour of the neighborhood to see if the solutions are being used to eliminate the vacant houses.

2. Review the plan of action, in case of a fire, after they have practiced the plan at home and see if any changes need to be made.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit III

CLASSROOM AND SCHOOL RULES AND THEIR ENFORCEMENT

In this unit, the student will help to develop and carry out the classroom and school rules. He will recognize that some home and school rules can be changed. The student will conclude that rules must be enforced by responsible leaders. Thus, he will relate these rules to the laws in a democracy.

Citizenship, Law and Government
Knowledge goals 1, 2 and 9

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the rights and liberties guaranteed in the United States Constitution.
Example: All people have the right to be treated equally.

LEARNING ACTIVITY(IES):

1. Have students discuss their rights and responsibilities in school. List the rights on the board. Put the word "Constitution" after each right guaranteed by the Bill of Rights of the United States Constitution. Tell the students the Constitution has rules to guide our national government, including the President of the United States. Explain to the student that some of the rules are in the Constitution to protect the rights of each person in our country. Emphasize those on the board as examples of rights provided and protected by the Constitution.

RESOURCES:

1. A Recommended Guide to Students' Rights and Responsibilities in Michigan. Office of School and Community Affairs. Box 420, Michigan Department of Education, Lansing, MI 48902 (517) 373-3260
2. A copy of the Constitution of the United States of America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 1 : **Understand the rights and responsibilities of democratic citizenship.**

OBJECTIVE b : **Understand situations in which rights have been denied individuals within the classroom.**

Example: The majority ruled on the choice of game to play or a student was unable to participate in an activity because of a conflicting schedule.

LEARNING ACTIVITY(IES):

1. Make charts showing activities governed (1) by majority rule and (2) by individual choices.

2. Discuss the importance of special classes. Let students suggest schedules for special activities so that all students can participate. For example, let them volunteer their recess or lunch to do it.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY KNOWLEDGE GRADE 2 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.
Example: One student's right to individual practice may interfere with group progress.

LEARNING ACTIVITY(IES):

1. Make a map of the playground.
   Show the areas reserved for group activities.
   Reserve an area for individual practice of ball throwing, batting, etc.

2. Use a model committee meeting to demonstrate an individual's rights in conflict with the general welfare.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE d : Understand the differences between stated rules and actual practices in family, school and peer-group activities.

Example: Students learn that a set of rules may need to change according to the situation.

LEARNING ACTIVITY(IES):

1. Analyze one stated classroom rule. For example, "Signal if you want a turn to talk." Keep a running tally of the times individuals are given turns to talk without signaling. What were the conditions? Why was the actual practice different from the rule?

2. Review a home rule, such as, "Wash the dishes before you go out to play." Why is this rule not practiced if guests are in the home? If baby sister is crying for help?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes of rules in the classroom and games.

Example: Students have rules to preserve their freedom, protect individual and group rights, safety and property.

LEARNING ACTIVITY(IES):

1. View a film about cooperation at recess. Discuss concepts in film.

2. Invite the physical education teacher to your classroom. Let this teacher demonstrate the importance of specific kinds of footwear in the gym, on the track, in football practice, at a construction site.

   After physical education teacher leaves, review his comments about rules for footwear. Are the rules (1) to preserve freedom, (2) protect individual rights? safety? property? (3) for the good of the group?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how rules are made.

Example: Some rules are made, discussed, and voted on; some rules may be set by people in authority.

LEARNING ACTIVITY(IES):

1. Let children draw pictures illustrating rules. The class will discuss the pictures and rules. The class will vote on some of the rules . (Use a ballot box.)

RESOURCES:

1. REMC-9 #273622 MP Rules, Law and You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how rules can be changed.

Example: Students propose rules, discuss, and vote on them if a change is desired, and if rule is not set from outside.

LEARNING ACTIVITY(IES):

1. Take a classroom rule or a teacher made-up rule, have a group discussion about the rule, propose a change in the rule and vote using the ballot box.

2. Take a Board of Education rule. Discuss its source, its purpose and the process for change/not change.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE a : **Know various reasons for school rules and how they are made.**

Example: Students have obligations as well as privileges concerning their rights that depend upon their behavior; these rules need to be written, discussed, and posted in their classrooms.

LEARNING ACTIVITY(IES):

1. Have students discuss their duties and responsibilities as members in their school.

RESOURCES:

1. Who Will Be My Friend? Syd Hoff, New York, Harper and Row Publishers, Inc.
2. Good Morning Teacher, rev. ed., Jane Barr, Chicago, Albert Whitman and Company.
3. Will I Have A Friend?, Miriam Cohen, New York, Macmillan, Inc.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, IS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE b : Identify similarities and differences between decision-making in the home and school.

Example: Individual decision-making vs. the group decision-making, and voting as compared to authoritative.

LEARNING ACTIVITY(IES):

1. Discuss why a signal to talk is necessary at school and not at home.
2. List reasons why we should not all talk at once.
3. Ask children to tell about one home rule they use in their family. Who made the rule? How do members of the family know about the rule? Who enforces the rule?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE C : Understand that parents, teachers and principals are responsible for enforcing rules.

Example: Adults are responsible for children's safety, property, preservation of resources, allocation of property and for peace.

LEARNING ACTIVITY(IES):

1. Brainstorm a list of home and school rules.

   Have the students list the roles of parents, teachers, and principals in enforcing each rule listed.

RESOURCES:

1. REMC-9 #032480 SP Children and the Law.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit IV

PEOPLE AND PLACES, PAST AND PRESENT

In this unit the student will examine how his and other cultures are related to holidays. He will examine the family structures. He will become familiar with the changing roles of the helpers who provide services in his community.

History
Knowledge goal 5

Three Weeks
One-half your daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know some basic historical facts related to the development of the United States.
Example: Learn why we celebrate important national holidays.

LEARNING ACTIVITY(IES):

1. Make an art project for each holiday.
2. Practice saying the Pledge of Allegiance. Try to understand the words.
3. Practice singing our National Anthem. Use the illustrated sound filmstrip to learn its meaning.
4. Observe window displays and special TV programs related to national holidays. Discuss. Dramatize. Create stories and poems for them.

RESOURCES:
1. REMC-9 #272990 SF Star-Spangled Banner.
2. REMC-9 #197114 FS Stories for Special Days.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE b : Understand terms such as town, city, urban, rural, suburban.

Example: Communities are made up of different areas, such as: urba suburban and rural.

LEARNING ACTIVITY(IES):

1. Make a diarama of a community showing the urban, suburban and rural areas.
2. Cut out pictures from magazines of examples of urban, suburban and rural areas.
3. Show a series of films depicting life in a variety of communitie Then list and identify communities' needs, functions, difference and similarities.

RESOURCES:

1. REMC-9 #270287 MP What Is A Community?
2. REMC-9 #270288 MP Farm Community.
3. REMC-9 #141560 SF Neighborhoods in Small Towns.
4. REMC-9 #141586 SF Neighborhoods in the City.
5. REMC-9 #141612 SF Neighborhoods in the Country.
6. REMC-9 #141638 SF Neighborhoods in the Suburbs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on family life and the community.
Example: Industry is very important to the people of Saginaw.

LEARNING ACTIVITY(IES):

1. Show film or slides about the Saginaw Area.
2. Draw a simple picture or map of technology at work in the home, at the bank, or on the telephone company truck.
3. Invite an assembly line worker to tell how technology helps him.

RESOURCES:

1. REMC-9 #271678 SF You, The Consumer-It All Works Together.
2. REMC-9 #033984 MP Cities and Manufacturing-Where We Make Things.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Identify traditional and non-traditional female and male roles.

Example: Men and women have changed roles in many jobs.

LEARNING ACTIVITY(IES):

1. Make a chart and fill in together.

	Past		Present	
Jobs	Men	Women	Men	Women
Doctors				
Nurses				
Mail carriers				
Police officers				

RESOURCES:

1. REMC-9 #036000 KT Community Helpers.
2. REMC-9 #060442 MP Families and Jobs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand that not all families are alike in structure.
Example: Some families have two parents, one parent, grandparents, etc.

LEARNING ACTIVITY(IES):

1. Draw the members of your family.
2. Construct a family tree. (Each child).

RESOURCES:

1. REMC-9 #274166 MP Families Alike and Different.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Identify occupations, careers, community helpers.

Example: Our city has many different community helpers.

LEARNING ACTIVITY(IES):

1. Make a booklet of community helpers. Include police, fireworkers, mail carriers, telephone operators, repair persons, doctors, nurses, cable TV workers, dentists.
2. Make a collage of community helpers.
3. Have each child invite a community helper to visit the room. Develop questions. Plan for a five or ten minute interview with each guest.

RESOURCES:

1. REMC-9 #036000 KT Community Helpers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Give examples of change in communities.

Example: Saginaw was an Indian community and changed to a city with many cultures. -

LEARNING ACTIVITY(IES):

1. Have students view "Saginaw-Trading Post to World Port" and/or use other reference materials that depict life during pioneer days or earlier years.

2. List and discuss family member roles:

PAST FAMILY ROLES	PRESENT FAMILY ROLES

3. Have students role play roles for class reaction.

4. Make a map of Saginaw as an Indian community. As a small town. As a city with super highways.

RESOURCES:

1. REMC-9 #190640 MP Saginaw-Trading Post to World Port.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit V

PLACES THAT SURROUND ME

In this unit the student will study ecology in relationship to the past and present history of Saginaw. He will discover that the natural environment has played an important role in the development of agriculture and industries in the Saginaw area.

Geography
Knowledge goal 8

Two Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example: The lumbering industry's dependence upon trees, sun, soil, and drinkable water; the automobile industry's dependence upon iron, steel, electricity, and water supply.

LEARNING ACTIVITY(IES):

1. Show film Saginaw—Trading Post to World Post.*
2. Read and discuss excerpts from History of Saginaw*, by Mary O'Toole, (Lumbering Days).
3. Make a list of specific basic needs (food, clothing, water, shelter, energy). Trace the source of one item from each list. For example, oranges-->store-->Florida-->trees.

RESOURCES:

1. REMC-9 #190640 MP Saginaw—Trading Post to World Post.*
2. History of Saginaw, by Mary O'Toole, unpublished document.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand the influence of the natural environment on human beings .

Example: The white pine trees and the Saginaw River influenced the early settlers of Saginaw.

LEARNING ACTIVITY(IES):

1. Read History of Saginaw,* by Mary O'Toole, (Indians and Pioneers, Hardships of Pioneer Life.)
2. Make miniature models of houses, stores, schools and churches in early Saginaw. List the probable wood furnishings in each of the early buildings.
3. Visit Green Point Nature Center. Take a walk on the nature trail. How is this like early Saginaw?

RESOURCES:

1. History of Saginaw,* by Mary O'Toole, unpublished document.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand how societal actions and decisions affect the natural environment.

Example: Because man overcut Saginaw's white pine, the lumbering industry ceased.

LEARNING ACTIVITY(IES):

1. Read: The Indians of Saginaw, by Mary O'Toole, et al.
2. Read: Indians, Jacks, and Pines, by Stuart Gross, Hillsdale Publishing Company.
3. Take walking and driving trips with your families to find white pine trees.
4. Interview graduates of Webber Junior High School to learn why the white pine is Michigan's state tree.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand that a natural environment can serve varied needs.

Example: Numerous industries have been and are now located in Saginaw.

LEARNING ACTIVITY(IES):

1. Read excerpts from O'Tool (History of Saginaw) and from Gross (Indians, Jacks and Pines) on industries.

2. Make a collage showing needs that are met within the Saginaw area. For example, gardens; orchards; parks for recreation; rivers for energy and for fishing; trees for shelter, for foods, and for building materials.

3. Use the yellow pages of the Telephone Directory to locate names of industries in Saginaw. List the names of the industries and their products. (Contact the Chamber of Commerce for a description of the products.)

RESOURCES:

1. History of Saginaw, by Mary O'Toole, unpublished document.
2. Indians, Jacks and Pines, by Stuart Gross, Hillsdale, MI, Hillsdale Educational Publishers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 1

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Recognize the potential of various societies to use and abuse the natural environment.

Example: Growth of industries has changed the environment in Saginaw.

LEARNING ACTIVITY(IES):

1. Ask the students to close their eyes and imagine how Saginaw looked when the explorers arrived in the city when thousands of trees covered the land. Discuss the Lumbering Era in the city when the giant white pine trees were systematically stripped from the land.

   Show the film Timber Harvest, available from the Department of Natural Resources, Lansing, MI 48909.

2. Draw pictures of evidence of pollution in early Saginaw (as imagined by students).

3. Draw pictures of evidence of riddance of the early pollution (drained swamps).

4. Draw pictures to illustrate use and abuse of Saginaw's natural resources today.

RESOURCES:

1. Forest Conservation Packets for Teachers. American Forest Products Industries, 1816 N. St. N.W., Washington D.C.
2. How Our Forests Serve Us, Pamphlet #0-9 Michigan Department of Natural Resources, Lansing, Michigan 48909.
3. Chart: What We Get From Trees, #D-5 Department of Natural Resources, Lansing, MI 48909.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Locate important natural features and resources within the community.

Example: Locate the Saginaw River, Tittabawassee River, Cass River, Shiawassee River, and Saginaw Bay.

LEARNING ACTIVITY(IES):

1. Use a Michigan wall map to locate the Saginaw River.

   (Have available a Saginaw map showing the Saginaw River and the three rivers that make the Saginaw River basin.)

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VI

MONEY, GOODS AND SERVICES

In this unit the student will understand how to be an effective producer and consumer of goods and services. He will identify the monetary units. He will learn how to make wise monetary decisions with the help of the newspaper. He will learn different ways of obtaining and using money to fulfill his own and family needs.

Economics and Consumer Education
Knowledge goals 6 and 7

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand factors that influence economic behavior.
Example: As a community grows larger, more jobs are needed.

LEARNING ACTIVITY(IES):

1. Form committees to collect pictures of workers.

   Write one of these titles on chart paper for each committee.

   a. Workers who produce or sell food.

   b. Workers who make or sell clothes.

   c. Workers who build homes.

   d. Workers who get paid for services.

   Discuss the need for these groups in your community.

RESOURCES:

1. REMC-9 #275118 MP Community-People Share A Place.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 M

GOAL 6 : Understand economics and economic systems.

OBJECTIVE b : Identify monetary units (coins, dollars).

Example: Learn the value of penny, nickel, dime, quarter and dollar.

LEARNING ACTIVITY(IES):

1. Make a play store in your room. Let students "buy" and "sell" various things, using play money.

RESOURCES:

1. REMC-9 #135840 MP Money and Its Uses.
2. REMC-9 #273799 KT Math Minisystems-Level 2- Money.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 M

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Identify similarities and differences in how children obtain and use money.

Example: Earning and spending money.

LEARNING ACTIVITY(IES):

1. Make a "What Do You Get Money From" chart, as a class or individual.

   Check one or more:
   - ○ pay for chores at home
   - ○ regular allowance
   - ○ earnings outside home
   - ○ gifts
   - ○ anytime I need it

2. Classroom Garage Sale - Children bring items or goods to school. Items are priced and marked. Other classrooms are invited to come to buy. Class agrees as to how the money is to be spent.

RESOURCES:

1. REMC-9 #274321 MP Money, Money, Money.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : Identify factors to consider when making purchases.

Example: Operating costs and durability.

LEARNING ACTIVITY(IES):

1. Have students set up a display of battery-operated toys and games. Collect information about battery costs from local stores, newspapers and catalogs. For how many hours will a battery last? What is the cost per hour?

2. List the costs of owning and operating a bicycle.

3. Have students set up a display of broken toys, games, and hobby equipment. Examine the items. Can they be repaired and, if so, at what cost? What words of advice do the owners have for other potential buyers?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: As a community grows larger more goods and services are needed.

LEARNING ACTIVITY(IES):

1. Collect or draw pictures of products that come from farms. The products should be things that you use.
2. Collect or draw pictures of services that your family uses daily. For example, the telephone.

RESOURCES:

1. REMC-9 #036080 FS Community Life.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

82
~~83~~

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and unlimited wants.

Example: Child's weekly income vs. the cost of things he wanted.

LEARNING ACTIVITY(IES):

1. Have discussion about things their families have recently bought. Then have them tell why they bought it - was the old one broken, or did they just want a new style?

2. Prepare a form on which students will anonymously report the amount of money they have had available in a recent set period of time, from allowance and other sources. Ask them to list what they purchased with the money available and to list some of the things they also considered buying but did not have enough money to purchase.

   Discuss the fact that the amount of money available to individuals of all ages varies widely, and is a "fact of life." Emphasize the universal human desire for more than one can afford and the necessity for everyone to make choices among conflicting wants and needs.

3. Have each child make a "What I Can Save For" book. The child can draw or obtain magazine pictures of items he wants to budget and save for. Estimated price and savings time may also be included for each object.

RESOURCES:

1. Consumer Economics Education Curriculum Guide, Level 1, School District of the City of Saginaw, Michigan, pp. 23 and 24.
2. REMC-9 #274891 KT Economics for Primaries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Use of newspaper for comparison shopping.

LEARNING ACTIVITY(IES):

1. Collect copies of supermarket sales sheets from newspapers, for one given week. Compare costs of milk, eggs, beans, and peanut butter.

2. Assign each student a product for a personal comparison shopping study. For example, popcorn at (1) movie theater, (2) department or discount store, and (3) home made. Could illustrate variations in weight, flavor, texture and other characteristics as well as the significant cost range.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Check purchases for flaws, and false advertising.

LEARNING ACTIVITY(IES):

1. Prepare a bulletin board of ads which students believe are deceptive.

2. Discuss the fact that people are sometimes inconsiderate or dishonest with other people, and the desirability of responsible behavior by everyone. Introduce examples of common deceptive practices very thoughtfully; help students be aware of the need to be alert but do not appear to condemn all businessmen or to justify irresponsible consumer behavior in response.

RESOURCES:

1. Owl Who Gave A Hoot, Film from National AV (S,T)
2. The Price is Right or Is It? filmstrips and casettes from Sterling Educational Films (S,T)
3. Penny Power, periodical published by Consumer Reports, 9.00/yr. (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VII

BELONGING TO A GROUP

In this unit the student will learn about the customs, values and beliefs of his own and other cultures. He will examine different ethnic, racial and religious groups in his community. He will understand ways groups are interdependent, cooperative and competitive.

Sociology and Anthropology
Knowledge goals 4, 10 and 11

Seven Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

Example: Different people may have different foods and music related to their customs.

LEARNING ACTIVITY(IES):

1. Have a food sampling day with foods from the various cultures within your group.
2. Draw a picture of the food they liked best.
3. Listen to music from various cultures. Discuss the feelings created. Try relating the feelings to information about the group's customs.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

87
88

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that customs and habits differ from one group to another.

Example: Different people celebrate holidays in different ways related to their religious backgrounds.

LEARNING ACTIVITY(IES):

1. Maintain a "holiday" bulletin board. Use simple captions and pictures to develop an awareness of the many holidays observed by people in the community. Encourage representative children to talk about the holidays as they occur.
2. Show and discuss a film on ethnic holidays.*

RESOURCES:

1. REMC-9 #270207 MP Holidays Your Neighbors Celebrate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

88
89

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

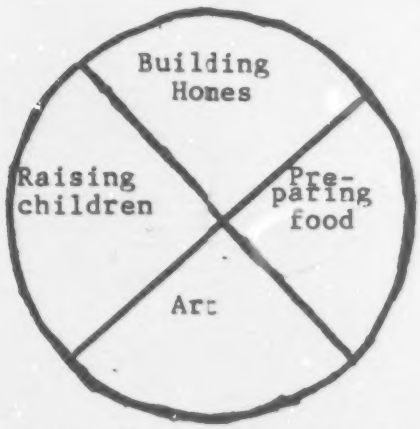
GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE c : **Understand that despite cultural differences, people everywhere have similar basic motivations and desires.**
Example: All people need to play, to work, and to compete with others.

LEARNING ACTIVITY(IES):

1. Display a circle chart on the bulletin board as shown below:

CULTURE WHEEL



Ask the students to bring pictures, photographs and illustrations which will fit into the categories listed on the culture wheel. The pictures should represent activities being performed in cultures other than ours.

Display the pictures on the culture wheel.

Discuss the similaries between the pictures in each of the categories.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that within a community, there may exist one or several cultural groups.

Example: Young children, senior citizens, and ethnic groups.

LEARNING ACTIVITIES):

1. Have a Grandparents Day for your room. Invite grandparents or an older friend to visit your room.
2. Make special day gifts for someone in a rest home.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

90
91

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE e : **Understand that within a community there are different ethnic, racial, and religious groups.**
Example: Saginaw has many different churches (denominations and faiths).

LEARNING ACTIVITY(IES):

1. Make a class chart listing the different churches attended by the group.

2. Make a bulletin board of the Church Directories listed in the Saturday and Sunday editions of The Saginaw News.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

91
~~92~~

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE F : Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

Example: Trusting, caring, loving, sharing and respecting on the basis of individual worth.

LEARNING ACTIVITY(IES):

1. Discussion: How should people who are different be treated? How should a new student in school be treated? What can you do to help a new student in your school?

   Discuss situations in which the children might have encountered a similar situation and what they did or should have done.

   Make a picture showing how you will treat a new student.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

92

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE a : Compare customs and habits of different groups.

Example: The people of Saginaw today live differently than the early inhabitants of Saginaw lived.

LEARNING ACTIVITY(IES):

1. Take an Indian group (Sauk or Chippewa) from History of Saginaw, by Mary O'Toole. After listening to the teacher read excerpts from the book, write a mini-report. Try to tell why the customs and habits of the early inhabitants of Saginaw were different from today.

RESOURCES:

1. History of Saginaw, by Mary O'Toole, unpublished document.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE b : Understand the relationships among groups and individuals.

Example: People work-together in the neighborhood.

LEARNING ACTIVITY(IES):

1. List community helpers and neighborhood groups whom you know. Tell how they help each other. Include doctors, engineers, lawyers, educators, factory workers, etc.

2. Give each child a large sheet of paper with his/her name in a small circle in the middle of it. Ask each child to surround that circle with other circles. In each new circle write the name of some group to which he/she belongs. How do the groups help the child? How do the groups help each other?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE c : **Understand ways groups are interdependent, cooperate and compete.**

Example: Groups can do things that the school cannot do and the school can do things the groups cannot do.

LEARNING ACTIVITY(IES):

1. Make a chart of school and after-school groups. Show how they cooperate and compete.

2. Invite someone from Saginaw's Community School staff to show slides of the Friendship Games. How did Saginaw cooperate and compete?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE d : Understand types of conflicts between groups and ways conflicts are resolved.

Example: The City Council, unions, and student councils help solve problems.

LEARNING ACTIVITY(IES):

1. View a filmstrip on conflicts. Then organize the class into small groups to role play one or more of the following interactions:

   (1) Neighbor dropping a pencil; somebody picks it up.

   (2) Someone gets out of line and returns.

   (3) Going into someone's desk without permission.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE e : Understand how and why groups differ.

Example: Each group of people has its own customs and traditions.

LEARNING ACTIVITY(IES):

1. Have students name groups or organizations that they or their parents belong to in Saginaw. Ask the students questions about the responsibilities of that group.

   Record this information on chalkboard or a retrieval chart.

Name of Organization	Purpose or Responsibilities

Discuss differences of the groups. "How are these groups different?"

Have students draw a picture of an activity unique to one of the listed groups. Put the name of the group on the back of the picture. Let individual students show their pictures. Have the class try to identify the group depicted.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE: 2 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE a : Identify the variety of roles one can have within a group.

Example: A parent plays many roles as mother/father. bread winner, community leader, mediator, facilitator and follower.

LEARNING ACTIVITY(IES):

1. Find magazine pictures depicting family members in various roles in the family (e.g., mother leaving home to go to work, and dad doing the dishes and cooking.)

   Students could look at their pictures and decide if the person is a leader, mediator, facilitator or a follower.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE b : Understand that the role within a group may be assigned or achieved.

Example: Students may be assigned or earn the right to a special job.

LEARNING ACTIVITY(IES):

1. Make a chart such as:

Jobs	Earned	Appointed	Why?
Team Captain			
Class Leader			
Paper passer			
Errand runner			
Art Project			
Young Writers Conference			

Have class fill in chart together.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE c : Understand reasons why there are different roles within groups.
Example: There have to be leaders and followers.

LEARNING ACTIVITY(IES):

1. Class discusses what a leader is and what a follower is. They fill in chart and give reasons for answers.

Worker	Leaders	Followers
Construction Worker		
Police Officer		
Salesperson		
Principal		
Secretary		
Letter Carrier		

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE d: **Understand the possible advantages and disadvantages of belonging to a variety of groups.**

Example: Roles may provide special opportunities, sometimes conflict.

LEARNING ACTIVITY(IES):

1. On a chart, list school groups to which a number of the students belong. Beside each group, list an advantage and a disadvantage to the membership.

Group	Advantages	Disadvantages
Scouts meet at 4:00 only		
Soccer team for boys only		
Special classes (reading, math, bilingual ed., speech)		

2. Ask students to make similar charts regarding community groups to which they belong. Encourage children to work alone on this activity.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE e : Understand the decision-making processes used by groups.

Example: Each citizen who is old enough should vote.

LEARNING ACTIVITY(IES):

1. Make up a situation where they must choose among 3 games. Vote by show of hands. Discuss: (a) Why some didn't vote. (b) Why you must vote only once. (c) Do you have the right to complain if you didn't vote?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VIII

FAMILY, SCHOOL AND COMMUNITY

In this unit the student will identify social problems within the community. He will relate natural resources to the community's energy needs. He will learn the basic needs common to all people within the community.

Global Issues
Knowledge goal 3

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE a : Identify environmental and ecological problems within the community.

Example: City and river pollution.

LEARNING ACTIVITY(IES):

1. Read the story "No Swimming," pgs. 10[illegible]-111, in the Holt Reading Series, Level 9, People Need People. Then discuss the pollution in the Saginaw River and tributaries.

2. Have children take an inventory of the debris they notice on the school playground. What kind of litter is most prevalent On which days does the debris seem to increase? Why?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 M

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Identify some persistent social problems within the community.

Example: Violence, disease, and family problems.

LEARNING ACTIVITY(IES):

1. Make a list of common social problems. List suggested solutions.

PROBLEMS	SOLUTIONS (SUGGESTED ANSWERS)
Break-ins	Keep doors locked.
Rats	Do not leave food or garbage in house or outside. Board up any holes where rats can get in.
Lice	Use your own comb only.
Strangers	Do not go with strangers.
Litter	Put all litter in proper containers.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 3 : Understand persistent global issues.

OBJECTIVE c : Identify local natural resources used to meet needs and developing problems of the community.

Example: The Saginaw River is and was important to Saginaw's recreation and agriculture.

LEARNING ACTIVITY(IES):

1. Hold class discussion about how each child uses the river.
2. List the farm crops grown in the Saginaw area: sugar beets, corn, wheat, beans, etc. In what ways does the Saginaw River contribute to these?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 R

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Identify community problems related to energy needs.

Example: Utility bills in Saginaw are high.

LEARNING ACTIVITY(IES):

1. Develop a classroom energy center which has books, magazines, brochures, photos dealing with aspects of energy.

2. Take a walking tour around the school building with a maintenance person to discover ways energy is being saved or ways savings could be increased.

3. Contact a Consumers Power Company representative to learn about monthly utility costs in your area. Break the costs down into average daily costs. Research newspapers, catalogs and stores to learn how much food or clothing could be purchased with the same amount of money as the daily energy bill.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 2 M

GOAL 3 : Understand persistent global issues.

OBJECTIVE e : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

Example: All people in Saginaw need shelter, clothing, trusting, caring, loving, sharing and respect.

LEARNING ACTIVITY(IES):

1. Cut out a balanced meal from magazines. Paste on a paper plate to show proper nutrition.
2. Show film Houses or The Three Little Pigs. Make different kinds of shelters from popsicle sticks, milk cartons, shoe boxes, rocks, clay, and paper.
3. Collect and display pictures of different kinds of shelters.
4. Make diorama from shoe boxes using found objects and paper to construct houses (their house).
5. Have students draw their houses and write names, addresses and telephone numbers.

RESOURCES:

1. Consumer Economics Education Curriculum Guide, Level I, School District of the City of Saginaw, Michigan, pp. 34.39.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.